DOCUMENT RESUME

ED 308 119 SO 019 984

AUTHOR	Chibucos, Pamela E.
TITLE	Perspectives: Readings on Contemporary American Government. Teacher's Guide.
INSTITUTION	Close Up Foundation, Arlington, VA.
PUB DATE	87
NOTE	46p.; For accompanying student handbook, see SO 019 983.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Citizen Participation; Citizenship Responsibility; Court Role; High Schools; *History; *History Instruction; Instructional Materials; Lesson Plans; Mass Media; Social Studies; Teaching Guides; *United States Government (Course); *United States History
IDENTIFIERS	Congress; Interest Groups; Lobbyists; Supreme Court; United States Constitution; United States Presidents

ABSTRACT

This teacher's guide provides goals and objectives, terms and concepts to know, motivators, student activities, and student worksheets that correspond to the readings presented in a companion student handbook of the same title. One activity requires students to examine the U.S. Constitution and the constitution of their particular state in order to determine which of a list of powers are national, state, local, or shared. A second activity explores the growth of presidential power. A third activity helps students deepen their understanding of the concept of representation. Students can explore the right to a quality defense, discuss the government bureaucracy, and learn about political lobbying. A fourth activity asks students to make a list of guidelines they feel would be useful for all members of society to keep in mind in their encounters with the media. A case study (a fifth activity) explores the public's right to know versus the right to privacy of an individual or government. A sixth activity asks students to conduct a survey to identify why people do or do not vote. In a final activity, students are encouraged to identify a variety of issues about which they feel strongly. In groups, they research their topics for a class presentation. After the presentations, students discuss how their attitudes have changed toward the topic. A sample issue within this activity is related to a case study of Mothers Against Drunk Driving (MADD). (GEA)

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PERSPECTIVES

Readings on Contemporary American Government

Teacher's Guide

SO019984

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PERSPECTIVES

Readings on
Contemporary American
Government

Teacher's Guide

★★★★★★★★

Developed by

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Close Up Foundation

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Single copy: $14

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1. The Constitution

Goals and Objectives

To familiarize students with the purpose, structure, and underlying principles of the Constitution as the basis of American government, and to extend this understanding to their everyday lives and to the current issues of our times.

After completing this unit, students will be able to:

1. Trace why the Constitution was developed and explain why it has endured into the twentieth century.
2. Examine the interaction of the three branches of government as outlined in the Constitution and come to an appreciation of the complexity of that interplay.
3. Explore a variety of views on the significance of the Constitution and extend those views to themselves and others.
4. Identify the four principles upon which our government rests and evaluate potential problems with each.
5. Analyze the impact of federal, state, and local governance on our laws and formulate an opinion on national versus state control.
6. Develop a strategy for getting a constitutional amendment passed, using the case study as a model.
7. Hypothesize about the profound impact of the Constitution on American life in the past, present, and future.

Terms and Concepts to Know

Articles of Confederation
balance of power
Bill of Rights
checks and balances
civil liberties
constitutional amendment
Constitutional Convention
federalism
majority rule
"New Federalism"
ratification
separation of powers
states' rights

Motivator

Prepare index cards with each of the following statements describing the U.S. Constitution.

- a framework for government
- a living document
- supreme law of the land
- symbol of American ideals
- centerpiece of people's struggle for self-determination
- symbol of freedom and hope for *all* people
- fountainhead of religious, political, and economic freedom

Divide the class into small groups, distributing one card to each group. Give each group ten minutes for discussion, then have a spokesperson from each group tell the class the group's interpretation of their statement. Be sure each group has a copy of the Constitution.

A variation of this activity is to have students individually skim the chapter, noting how each author describes the Constitution, then sharing their notes with a small group and eventually the entire class.

Also, you may wish to repeat this activity later in the unit after students have developed a more sophisticated understanding of the Constitution.

Student Activities

1. That a system of government created in the eighteenth century has survived until the present is a remarkable accomplishment. This activity will help students better understand the reasons for the longevity of our system of government.

In a class discussion, help students characterize life in the United States in the late 1700s. What were Americans like then? How would you describe their society? What was their form of government? What problems did they have living under the Articles of Confederation? Jot down adjectives on the board to enhance this discussion.

Next, have students characterize American society today, jotting down a comparative or contrasting adjective next to each listed for the early Americans.

Pose these questions, referring in particular to the chapter overview and the article by Representative Don Edwards:

- Given all this change, is the Constitution still applicable today? Why or why not?
- Why has the Constitution endured so long? How did it weather the Civil War and the Depression? How does it meet the challenges of today's society?
- What would the United States be like today if we were still being governed under the Articles of Confederation?

Finally, help students find concrete evidence that the Constitution is still working. Bring in newspapers, magazines, and even television programs. Ask students to find examples that illustrate the Constitution in effect today and share them with the class. Perhaps a bulletin board with the title "The Constitution: A Living Document" can be maintained for the duration of the unit.

2. As students read "Five Prominent Americans Reflect on the Constitution," have them complete the chart on page 3.

In addition, students are to interview five individuals, posing the same questions asked in the book. Students are to add these answers to the chart. Encourage students to seek out a variety of individuals, with several generations, occupations, ethnic backgrounds, etc., represented in the chart. If possible, at least

VIEWS OF THE CONSTITUTION	
Name	
View of the Constitution	
View of the Amending Process	
Basis for These Views	
Do You Agree (A) or Disagree (D)?	

one person should be involved in political or government work. You may want to invite an elected official to speak to the class on this topic.

Have students add their own views to the chart, crystallizing their opinion by examining which views they agreed or disagreed with earlier. Do they find any similarities between people's backgrounds and their views? What has influenced their own views, and do they think their views will change as they get older?

You may wish to have students articulate their thoughts more fully in a short essay.

3. Assign the reading of the case study, "The Constitution: Extending the Right to Vote," to students for homework. Have them note in particular the method of passage of each amendment and the social milieu of the times as it affected the passage. Discuss these ideas in class.

Next, have students review the article, "Five Prominent Americans Reflect on the Constitution," noting in particular the constitutional amendments proposed by each author. Among them are:

- equal rights amendment
- balanced federal budget
- single 6-year presidential term
- making the District of Columbia a state
- ending life tenure for federal judges
- human life amendment
- voluntary prayer in public schools

Have students form small groups to investigate one of the proposed amendments in which they are interested. Working over several days, student groups should research what the proposed amendment says; where, why, and how the movement to change the Constitution originated; and what progress, if any, has been made in getting the amending process under way.

Next, have students plot out a strategy for getting their amendment passed. What issues are there to consider? A state-by-state analysis might be an effective way to approach this task. Is there more support in one region of the country than in another? How can "hostile" states be persuaded to vote for ratification? What are the prospects that their proposed amendment will be added to the Constitution in the near future? Have each group present its findings in a class discussion. Encourage students to use visual aids to illustrate their presentations.

Finally, take a secret vote on which amendments students feel should be added to the Constitution. Tally up the votes, and share the results with the class. Did any amendment receive three-fourths of the class vote? With which statement would students most agree:

- It is good that it is not easy to change the Constitution.
- It is too difficult to change the Constitution.

How representative of the general public do they feel the class's opinion is on each issue?

4. The essence of federalism is the division of powers between the national, state, and local governments. Some powers have been given exclusively to the national government, while other powers have been reserved for state and local governments, most notably by the Tenth Amendment. Still other powers are shared by the national, state, and local governments.

Provide students with copies of the U.S. Constitution as well as your state constitution. In groups of three to four, they are to search their copies for the following powers to determine if they are national, state, local, or shared powers.

1. Determine marriage and divorce laws
2. Administer welfare programs
3. Approve constitutional amendments
4. Raise and support armies
5. Set property taxes
6. Regulate interstate commerce
7. Regulate nuclear power plants
8. Coin money
9. License incorporation of businesses
10. Establish zoning laws
11. Set air pollution standards
12. Lay tariffs on imports
13. Admit new states to the union
14. Establish courts
15. License lawyers, doctors, barbers, plumbers, and other occupations
16. Determine the need for seatbelt laws

Are there any powers that students had trouble finding? Why do students think some powers were not mentioned specifically? Where could they go to find answers to their questions? Finally, what conclusions can students draw about the division of power in our government?

5. The common denominator of all three branches of our national government is the law.

- The legislative branch writes the laws.
- The executive branch enforces the laws.
- The judicial branch interprets and resolves disputes under the law.

The following three situations illustrate how the law unifies all three branches of our government. Divide the class into three discussion groups, each to discuss their situation (or role-play, if they so desire). Students are to consider:

1. How all branches of government interact within our system of checks and balances.
2. Where the separation of power lies.
3. If there is flexibility and room for interpretation within the constitutional framework.

Situation 1. There is a vacancy on the Supreme Court. The president and his advisors are considering several potential candidates. One is selected and recommended to the Senate Judiciary Committee for Senate confirmation. There is pressure on the committee to deny confirmation based on the candidate's past actions. Does the candidate receive Senate approval?

Situation 2. A federal law was passed ten years ago. The law has remained unchallenged, but a current member of the Justice Department intends to file a test case that questions the basic tenets of the law.

Situation 3. The president has been accused of ordering a high-ranking executive to use the Internal Revenue Service and the Federal Bureau of Investigation "creatively" to stifle political opposition to administration policies. The House of Representatives seeks to ascertain the facts in order to determine whether to impeach the president. At present, several members of the executive branch have invoked "executive privilege" as a basis for not turning over documents to the House.

After this discussion, take this activity one step further. Under the Constitution, the law would rule in these three hypothetical situations. Can students recall similar situations in real life? Encourage them to search newspapers and magazines for actual cases. Did people get in the way of the law? If so, how? In comparing the hypothetical and the real, encourage students to explore how situations are influenced by personalities and the times. What have students learned about how the Constitution works?

2. The Presidency

Goals and Objectives

To increase students' understanding of the origin and growth of presidential power, and to explore how this power is affected by the personality of the president, public expectations, and current events.

After completing this unit, students will be able to:

1. Explore the origin and growth of presidential power, and examine the positive and negative aspects of that power.
2. Categorize several presidents on their use of power, reaching a consensus with class members.
3. Examine the qualifications necessary to be president, and evaluate themselves and other class members on those qualifications.
4. Evaluate the current president on his ability to fulfill the office of the presidency.
5. Determine their personal expectations of the president, and speculate on how history will remember the current president.
6. Analyze the characteristics that they consider to be essential in deciding who is qualified to be president, and speculate on which characteristics the nation as a whole considers important.

Terms and Concepts to Know

bipartisan support
cabinet
commander in chief
lame duck
National Security Council
political agenda
presidential honeymoon
presidential power
presidential veto
"take-care" clause
White House staff

Motivator

Copy the presidential oath of office from the Constitution onto the blackboard.

> I do solemnly swear (or affirm) that I will faithfully execute the Office of the President of the United States, and will to the best of my ability, preserve, protect, and defend the Constitution of the United States.

In a brainstorming session, have students list both the positive and negative aspects of being president. Generate as many ideas as possible in about ten minutes. Now, go back and highlight every item—positive or negative—that deals with *presidential power*, the theme of this unit. Help students to realize that presidential power comes in many forms and that power can be a double-edged sword. Finally, ask students if they feel that this statement is an adequate promise for the most important leader in our country to make.

Student Activities

1. Have students read the introductory overview and Article 2 of the U.S. Constitution. In class, discuss the powers granted by the Constitution to the president. List them on the board under three categories:

- military powers
- treaties and appointments
- filling vacancies

Next, discuss the growth in presidential power over the years. Make another list that explains the growth of presidential power as it relates to:

- domestic affairs
- foreign affairs
- personality of the president

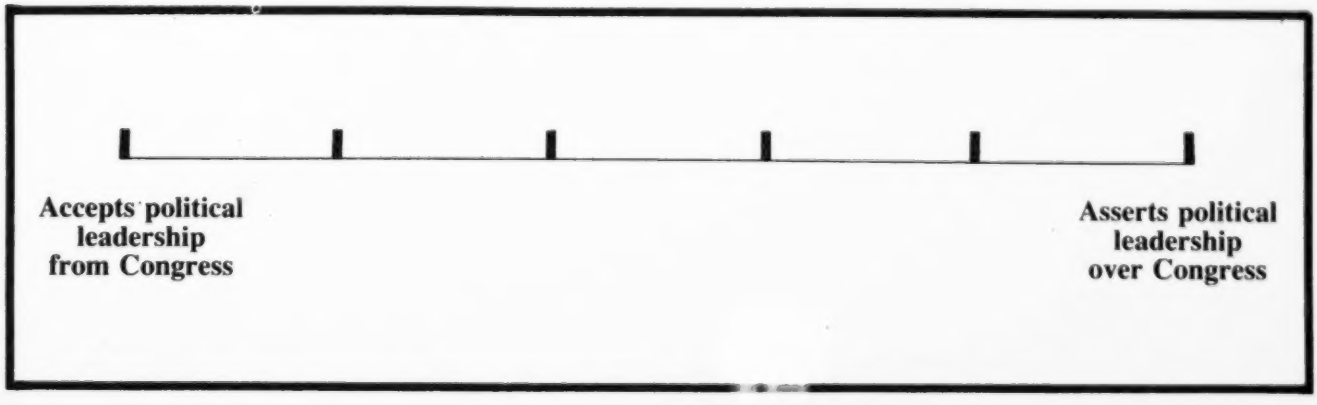
Students are now ready to engage in a research activity known as the "Q Sort," in which students categorize various presidents along a continuum (shown below).

Distribute cards to each student with the following presidents' names:

George Washington	Herbert Hoover
James Monroe	Franklin Roosevelt
Andrew Jackson	Dwight Eisenhower
Abraham Lincoln	Lyndon Johnson
Woodrow Wilson	Richard Nixon
Calvin Coolidge	Ronald Reagan

Students are to place at least two presidents at each mark on the continuum. (You may wish to modify this list based on your class's background. Some students may need to research the use of power by presidents with whom they are less familiar.) Stress that

Student Worksheet



there are no wrong answers as long as students can back their positions with good factual reasons.

Finally, obtain a group consensus by totaling the number of times each name appears at a particular point on the continuum. Does there seem to be general agreement on each president's use of power? What generalizations can students make about the use of presidential power (e.g., presidents facing national crises tend to be more activist, early presidents tend to be more passive)? How would students answer the question, "Do the times make the president, or does the president make the times?"

2. After reading "Thoughts on Presidential Decisionmaking," by President Ronald Reagan, have students consider the question:

> Would you like to be president? Why or why not?

In thinking of the answer, students are to consider the responsibilities of the president as well as the experience and personality traits that presidents should have. Ask students to assess their own skills for the job, such as their ability to speak in public, handle pressure, and remain objective during a crisis.

Ask students who think they might want to be president to prepare a short talk (three to five minutes) for the class on their overall goals and long-term objectives for the nation. Have them deliver their speeches to the group, to be followed by a secret ballot on who the class thinks would make the best future president. On the ballot, students also must tell *why* they chose the candidate they did.

To wrap up the activity, share comments anonymously with the class. On what basis did students decide to vote for a particular candidate? Is there a consensus of opinion among class members? Why or why not? Use the discussion to reinforce the idea that elections are much more than a popularity contest.

This activity would work especially well if several classes were combined, speeches given in a large group session, and voting done independently of class time so as to simulate more accurately the actual voting process.

3. In his article, "A Field Watcher's Guide to the President," Lee White says that there is no particularly right or wrong way to be president; rather, it is a matter of personal and operating style that determines how a president fills the role.

Ask students to rate the current president by filling out the "Presidential Scorecard" on page 9. Have them complete the form then meet in small groups to discuss their ratings. Would they add any categories to the list? Do some items seem more important than others? If they had to choose the two or three most important issues on which to rate our chief executive, what would they be? Do they think their opinion of the president will be different in another ten years? Twenty years? Why or why not? How do their opinions compare with those brought out in the article, "Public Expectations of the President" by Edward Smith?

If time allows, use this same scorecard to rate other presidents. How do they compare to students' assessments of the current president?

4. Students are to reread the article by Edward C. Smith, "Public Expectations of the President." In class discussion, ask students to explore the following questions:

- What are your personal expectations of the president?
- How well does the current president measure up to your expectations?

Jot down all responses on the board. Then ask students to look at the list and consider the question: Do we as a nation expect too much of our presidents? Is the job too large for one person?

Tell students to imagine that they are writing an American history textbook ten years from now. Ask them to write the section on the current president. How do they think history will judge the current president? Did he meet the public's expectations? Did he keep his campaign promises? What kind of moral tone did he set for the nation?

PRESIDENTIAL SCORECARD

	Exceptional	Satisfactory	Poor	Don't Know
1. Initiates innovative domestic programs				
2. Works effectively with Congress				
3. Makes nation as a whole feel secure and prosperous				
4. Is popular with the American public				
5. Seems to be well informed on issues				
6. Responds well under pressure				
7. Makes wise selection of cabinet and White House staff				
8. Is respected by foreign leaders				
9. Compares favorably to predecessor				
10. Is honest about weaknesses and mistakes				
11. Seems personable and approachable				
12. Uses media effectively				
13. Does not abuse power				
14. Handles personal crises well				

BIOGRAPHIES

1. College Attended: none

Religion: no specific denomination

Major Occupations: postmaster, lawyer, store owner, captain in army, U.S. representative, noted public speaker

Personal Data: married, 4 children

Age at Time of Possible Candidacy: 51

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2. College Attended: Bachelor of Arts, Whittier College; Duke University Law School

Religion: Quaker

Major Occupations: lawyer, U.S. representative, U.S. senator

Personal Data: married, 2 children

Age at Time of Possible Candidacy: 56

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3. College Attended: Bachelor of Arts and Doctor of Humanities, Morehouse College; Bachelor of Divinity, Crozer Theological Seminary; Doctor of Philosophy and Doctor of Divinity, Boston University; Doctor of Laws, Harvard University. Also attended University of Pennsylvania, Central State College, and Morgan State College

Religion: Protestant

Major Occupations: minister, philosophy professor at Harvard University, president of a civil rights organization, Nobel Peace Prize winner, noted public speaker

Personal Data: married, 4 children

Age at Time of Possible Candidacy: 37

4. College Attended: Bachelor of Arts in Chemistry, Oxford University

Religion: Protestant

Major Occupations: lawyer, elected representative, political party leader

Personal Data: married, 2 children

Age at Time of Possible Candidacy: 54

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5. College Attended: Harvard University, Columbia University

Religion: Protestant

Major Occupations: farmer, lawyer, state senator, governor, assistant secretary of the navy, candidate for vice president

Personal Data: married, 6 children

Age at Time of Possible Candidacy: 50

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6. College Attended: Bachelor of Arts in Sociology and Economics, Eureka College

Religion: Episcopalian

Major Occupations: actor, corporate spokesperson, governor

Personal Data: married twice, first marriage ended in divorce, 2 children from first marriage, 2 children from second marriage

Age at Time of Possible Candidacy: 69

WHO IS QUALIFIED TO BE PRESIDENT?

1. In voting for a presidential candidate, which of the following factors should you consider?

- age
- religion
- marital status
- number of children
- sex
- educational background
- previous occupations
- personality
- ethnic background

2. Should other factors be considered? If so, which ones?

3. Do you think most voters consider all of these factors? Why or why not?

4. What qualifications do you think are *most* important when considering who might make a good president?

5. At what point in their lives do you think someone is best qualified to hold the office of the presidency?

5. Divide the class into groups of five. Have each group read the Student Worksheet of biographies on page 10 and rank them from best to worst, according to who would make good presidents or leaders of state. Then give each group a copy of the handout, "Who Is Qualified to Be President?"

Allow five to ten minutes for group discussion. Then, have a representative from each group write on the board the order in which they ranked the biographies and explain their rationale to the class.

Finally, tell the class who the people are, and lead a discussion based on the questions in the handout. Lead the class into a general discussion on the role of image as well as the skills and experience necessary to be president.

Answers:

1. Abraham Lincoln
2. Richard Nixon
3. Martin Luther King, Jr.
4. Margaret Thatcher
5. Franklin D. Roosevelt
6. Ronald Reagan

3. Congress

Goals and Objectives

To broaden students' understanding of representative democracy by analyzing various influences on the legislative process and by gaining insight into the personal dilemmas sometimes faced by legislators.

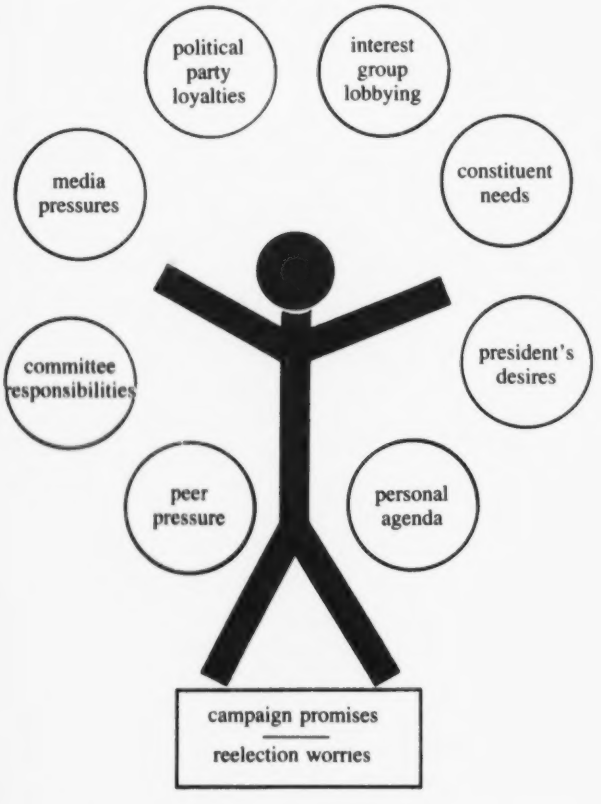
After completing this unit, students will be able to:

1. Identify the many influences on the legislative process, and describe the potential impact of each.
2. Probe the meaning of the term "representative democracy."
3. Explore the interactions inherent in the relationship between the president and Congress.
4. Conduct research on how the two major political parties propose to solve three national issues, and evaluate the merits of each proposal.
5. Speculate on the role that political parties play in helping Congress solve national problems.
6. Develop a generic profile of a U.S. representative based on background, personality, skills, and outside resources, and relate that profile to themselves in considering future career possibilities.
7. Describe their congressional district after researching facts ranging from geography to demographics.
8. Familiarize themselves with their representative's background, voting record, personal schedule, and position on issues.

Terms and Concepts to Know

bipartisan support
caucus
coalition
congressional aides
consensus-building
constituent
decentralization
grassroots
interest groups
legislative agenda
majority leader
minority leader
participatory democracy
party politics
party whip
representative democracy
Speaker of the House

Motivator



U.S. Lawmakers Juggle a Variety of Concerns

On the first day of the unit, post a copy of this cartoon on a classroom bulletin board, omitting the eight balls the member of Congress is juggling. Ask the class to respond to the question, "Who is really represented in the legislative process?" As students mention various concerns, pin that ball into position until all balls are in place on the board.

Finally, ask students to think about the significance of the lawmaker standing on a box of campaign promises and reelection concerns. What portrait of a U.S. lawmaker does this cartoon portray? Do they feel it is an accurate one?

Student Activities

1. To help students deepen their understanding of the concept of representation, share with them the following quotes from the chapter authors.

By combining lawmaking and representation into one body, the framers of the Constitution sought to create a government that produced laws to represent the will of the people.
Perspectives

True representative government is a melding of the will of the people with the leadership of those selected to execute that will.
David Michael Staton

The symbiotic relationship between the president and Congress produces policies that most fully reflect the will of the American people.
Senator Robert Dole

Political parties play an important, centralizing role in helping Congress carry out its lawmaking duties.
Representative Tony Coelho

I have a strong sense of what America should be about, and I have a deep commitment to live up to the principles that our founders built into the Constitution.
Representative Barbara Boxer

Members of congressional staffs are not the people's representatives.
David Gribbin

Ask students to explain, in their own words, what each quote means in terms of a representative democracy. As a follow-up evaluation, have students write their own answers to the question: "What is representative democracy all about?"

Be sure they incorporate ideas mentioned in chapter 3, "The Congress," but that they also expand, analyze, and evaluate these concepts in light of their own opinions.

2. Have students review the article, "Congress and the Presidency," by Senator Robert Dole. In class, discuss why some pieces of legislation receive attention while others do not. In particular, relate this to the different constituencies and terms of office that presidents and members of Congress serve. How do the differences in scope of representation create tension between the legislative and executive branches of government?

To examine further how political parties affect the relationship between the president and Congress, copy the following table on the blackboard or use an overhead transparency. Select a few issues about which you feel knowledgeable. (Be sure to include at least one domestic policy issue and one foreign policy issue.)

Ask students to predict the results of the interactions between Congress and the president. Some possible answers are:

1. Legislation will pass very easily after little effort.
2. Legislation will fail after much effort.
3. It is likely that legislation will pass, but not easily.
4. It is highly unlikely that legislation will pass, so little effort is put into it.

Repeat the exercise several times using different issues, then pose the following questions to the class.

- What generalizations can you draw about how party agreement or disagreement affects relations between the president and Congress?
- Does the relationship change from domestic to foreign policy issues? If so, how?
- How does the nature of the issue (e.g., regional or special interest, initiative created by the president, etc.) affect the likelihood of passage?
- Are there any issues in recent history that are exceptions to these "rules"? If so, which ones?
- Do you think it is true that, if there is no consensus among the public on an issue, there is unlikely to be one in Congress?

Congressional Party Control

President's Political Party	Both Houses Republican	Both Houses Democratic	One House Republican; One House Democratic
Republican			
Democratic			

Issue:

3. In his article, "Party Politics and Congress," Representative Tony Coelho identifies three grave issues that face our nation. As a class project, students are to research various proposals being put forward by the two major political parties and fill out the chart below.

In groups of four or five, students are to compare and contrast each party's proposals. Do these issues produce controversy between parties and among different legislators, as Coelho suggests?

Finally, have each group reach a consensus as to which proposal best solves each issue. Was it easy for students to reach an agreement in their groups? If not, what hindered their decision-making process? Do they think that Congress might experience similar problems in reaching a decision? What issues might cut across party lines? What issues might divide Congress along party lines? Have students refer back to Coelho's article to answer the question: How does the political party structure help or hinder problem solving in Congress?

4. In his article, "Representation and the Legislative Process," David Michael Staton states, "The job of representing a state or congressional district in Congress is a challenging, tiring, and yet intensely rewarding job. I cannot think of any vocation that brings as much satisfaction."

Have students reread Staton's article as well as Barbara Boxer's "Representatives and Their Constituents" and Lindy Boggs's "A Day in the Life of a Member of Congress." Ask students to develop a profile of a representative using information from these and other sources. The profile should be a generic description, avoiding specific individual characteristics and focusing on general or universal ones. The chart at the top of the next page may help students focus their ideas, but encourage students to use more creative outlets such as cartoons, satire, humorous character sketches, skits, or poetry, if they are so inclined.

After the charts are completed, divide students into small groups of four or five to share their profiles. Have them modify their descriptions after discussion with their peers.

Student Worksheet

Issues	Democratic Party Proposals	Republican Party Proposals
1. Massive federal budget deficits		
2. Faltering competitiveness at home and abroad		
3. Nuclear arms race		

Student Worksheet

THE "GENERIC" REPRESENTATIVE

Background	Skills	Personality	Outside Resources
Example:			
Familiarity with district or state	Ability to communicate with voters	Persistence	Campaign funds

- Which items did the entire group mention?
- What items were less easily agreed upon?
- What items did individuals delete after the group discussion?
- What consensus did the group reach on this profile?

Now, have students go over their profiles individually. Does the job of being a U.S. representative appeal to them? What would they like and dislike about the job? Do they feel it is a vocation that could bring them personal satisfaction?

5. This research activity will help students get to know their congressional district and representative. Create a classroom resource center, called Know Your Representative, for all to use as a reference area. Assign one student to write to your representative and obtain information on background, voting record, personal schedule, and position on issues of interest to your class. If possible, invite a congressional staff member to bring information to your class and answer questions. All students are to find newspaper articles and other sources of information to contribute to the resource center.

Over the course of several weeks, students are to visit the resource center and familiarize themselves with their representative in Congress. They also should ask their friends, parents, and neighbors how they feel about their representative in Washington and the job he or she is doing for them.

Now, ask students to write a description of their congressional district in the same way that Representative Barbara Boxer does in the first few paragraphs of her article. Select the most interesting descriptions and submit them to the local newspaper or to your representative for possible publication.

To conclude the unit, allow students an opportunity to reflect on what they have learned—not only about their individual representative but about representation in general. Encourage students to write to their representative to express their views on representation or on an issue that is of particular interest to them. Encourage students to feel that their voice will be heard and that their input is desired.

4. The Judiciary

Goals and Objectives

To increase students' understanding of how the judicial system works in our society and the role it plays in guaranteeing equal justice under the law and setting social policy.

At the conclusion of this unit, students will be able to:

1. Develop their own definition of "equal justice," based on constitutional guarantees, student readings, and knowledge gained about our judicial system.
2. Compare the ideal of "equal justice under the law" with the realities of today's legal system.
3. Identify the fundamental legal rights that protect all members of society, especially the rights of criminals, and analyze the implications these protections have for our society.
4. Speculate on what the Supreme Court would be like if its governing principles were changed.
5. Describe the steps a case must go through before it is heard by the Supreme Court.
6. Explore the significance of a quality legal defense for all people, and evaluate possible solutions to public defense problems.
7. Examine social change effected by the courts, specifically in the city of Boston, and debate the issue of court-mandated change.

Terms and Concepts to Know

Bill of Rights
chief justice
civil liberties
civil rights
constitutionality
courts of appeal
due process
equal justice under law
federal district courts
in forma pauperis
judicial activism
judicial restraint
judicial review
precedent
search and seizure
Supreme Court

Motivator

We, the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense...

Preamble to the Constitution of the United States

The concept of equal justice under the law has been a basic principle of our nation since its founding. Have students work in groups of three or four to determine what they think our nation's founders meant by the term, "establish justice." Each group should develop its own definition.

Next, have the groups share their definitions in class discussion, comparing and contrasting their ideas. Probe students with questions such as:

- What is your concept of justice, based on personal experience, previous readings, and the media?
- Does justice mean the same to all people all of the time? For example, has the concept of justice changed from 1787 to 1987? How might one's sex, race, or income affect one's definition of justice? Do people in our country define justice differently than people in other countries?
- Do you think "equal justice under the law" exists in the United States today?

Post a complete "class" definition on the board for the remainder of the unit. You may wish to repeat this activity at the end of the unit to see if students' definition of justice has changed.

Student Activities

1. In this activity, students are to visualize the "scales of justice." First, ask students to skim the chapter overview and the article, "Balancing the Rights of the Individual and the Needs of Society," by Doug Bandow. You can pique student interest in the activity by posing statements such as the following:

- The Supreme Court has gone too far in "coddling" criminals while "handcuffing" the police.
- It is imperative to protect the legal rights of everyone—even suspected criminals.
- Eliminating the fundamental legal rules that protect all members of society, under the guise of cracking down on criminals, will not promote the public interest.
- Victims, as well as defendants, are entitled to justice.
- The system that has evolved is weighted toward criminals.

Now, ask students to work individually to complete the chart on page 20, determining how each of the rights protect criminals and victims. In the last column, have students briefly describe their position on whether the amendment offers more protection for criminals or for victims.

After the chart is completed, students are to take a stand on whether they think the current legal system is weighted toward criminals or victims. Encourage students to back up their opinions with solid information. Lively class discussion should ensue.

To wrap up the discussion, ask students if they see a way to balance the protection of society against the right to privacy. How intrusive should the government be? Do students believe that a balance can be achieved in the "scales of justice?" You may wish to poll students at the end of this activity to see if any changed their position as a result of the discussion.

SCALES OF JUSTICE

	Constitutional Rights	Protection for Criminals	Protection for Victims	Balance Tipped Toward...
Fourth Amendment				
Fifth Amendment				
Sixth Amendment				
Eighth Amendment				
Fourteenth Amendment				

2. Put each of the following "What if" statements on individual cards.

- What if members of the Supreme Court had to be elected or were restricted to a shorter term of office?
- What if the Supreme Court were required to decide every case that came before it?
- What if all the Supreme Court's deliberations were made public?
- What if no dissenting opinions were allowed to be published?
- What if individual justices were obliged to vote according to the philosophy of the president who appointed them to the Supreme Court?
- What if there were no *in forma pauperis*?

To begin the activity, break the class into six groups. Give each group a "What if" card. Their task is to review the articles by Justice Lewis F. Powell, Jr. ("What Really Goes on at the Supreme Court?"), and Phillip L. Spector ("The Supreme Court: Deciding What to Decide"), searching for information that will help them answer their question. Have each group prepare a recommendation to present to the class, detailing whether their group believes that the Supreme Court should adopt the proposition or if the Court should remain as it is. Well-written statements could be forwarded to the Supreme Court for a response.

3. As homework, have students read Phillip Spector's article in detail, developing a flow chart that traces how cases get to be heard by the Supreme Court. The next day, call on students to put their charts on the board and explain the steps to the rest of the class. Allow students to question one another until everyone understands the process. A quiz may be in order as well.

Next, assign a short essay for homework. Ask students to explain, in detail, the statement:

> The Supreme Court's ability to decide what it will decide has had a strong impact on its history and institutional role.

Students can use this or other books as well as newspaper or magazine articles to help them develop their response. The most thorough and thoughtful essays should be shared with the class or posted on a bulletin board. Extra points can be given to students who cite specific court cases or add historic details.

4. To explore further the significance of the right to a quality defense, try to plan one of the following activities to augment the article by Mary Broderick ("Two Systems of Justice?").

A. Invite a public defender to come to class to explain his or her job and legal philosophy. Students should prepare questions in advance for the speaker on how public defenders are selected, evaluated, and paid. Encourage the speaker to describe specific trials so that the issue comes alive for students.

B. Have students observe a trial in a local courtroom, preferably a case involving a public defender. If possible, arrange a question-and-answer session with the judge or lawyers after the session. Ask them what the concept of "equal justice under the law" means to them and what importance they place on the public defender system in striving for "equal justice."

C. Divide students into groups of four or five, and have them read the student reading, *Gideon* v. *Wainwright*. Ask them to explore the following questions among themselves:

- What are the facts in this case?
- What important principles are raised by this case?
- If you had to defend yourself in court, what problems might you have?
- How would you decide this case, and why? What reasons would you offer to support your position?
- Do you believe that Gideon's first trial was fair? Why or why not?
- Should a person's wealth have any influence on the fairness of the trial he or she receives? Does it in reality?
- Do you think that poor people today receive the same quality defense that a wealthy person does? Why or why not?

GIDEON V. WAINWRIGHT

Clarence Earl Gideon was a "ne'er-do-well." At age 51, he was a drifter and petty gambler and had been convicted four times. He was typical of those one might see camped under a railroad bridge or sitting on the sidewalk in the skid-row section of any town. Despite his humble appearance, Gideon was destined to play a major role in U.S. constitutional history.

While Gideon was living in Panama City, Florida, a poolroom in a seedy section of town was burglarized. The jukebox and cigarette machine coin boxes were emptied and some beer and wine taken. The poolroom had been entered through a broken window. Gideon lived across the street in a shabby hotel. Acting on a tip from a man who had recently had an argument with Gideon, police arrested him. Gideon was charged with breaking and entering.

Gideon did not have a lawyer, and he had no money to hire one. He asked the state of Florida to appoint a lawyer. However, the judge ruled that this was not a capital case (one in which the defendant could receive a death sentence), and, therefore, Florida law did not require appointment of a defense attorney. Gideon protested, but to no avail.

Gideon conducted his own defense without a lawyer. He questioned the person with whom he argued, but failed to inquire about what the individual was doing out all night or what his motivations might have been for reporting Gideon. He did not ask about the friend's reputation—which was not very good. Gideon also questioned the other prosecution witness, the owner of the poolroom, and then presented eight defense witnesses. However, Gideon's questioning of these witnesses followed no coherent argument and did little to strengthen his defense. Throughout the trial, Gideon simply stressed his own innocence. The judge found Gideon guilty and sentenced him to five years in the state prison.

Gideon submitted a writ of habeas corpus, but it was denied. Stubbornly refusing to accept what he felt was an unjust sentence, Gideon wrote and presented a pauper's petition to the Supreme Court. He felt that his conviction violated the due process clause of the Fourteenth Amendment since he had not been represented by a lawyer and had been sentenced to prison. The Supreme Court appointed Abe Fortas, a prominent Washington attorney who later became a Supreme Court justice, to argue Gideon's case before the High Court.

Any of these three activities could be followed up by an analysis of the solutions Broderick proposes at the end of her article. What modifications, if any, would students make to assure that poor people accused of crimes get the same quality of justice as others?

5. To stimulate discussion on the case study, "Judicial Activism and Busing in Boston," call students' attention to the last line of the article. Do they agree that Judge Garrity was "the bravest guy in Boston in the past fifteen years?" Based on this case study, do students feel the courts are an effective agent of social change? How successful were the courts in promoting greater equality in education in this instance?

Now, have students bring old yearbooks and school newspapers into class, or invite older teachers or community members to visit. Have students examine the resources or interview the guests to find out how their school is different from those of the early 1950s, prior to *Brown* v. *Board of Education*. What would schools be like today if the Brown decision had not occurred?

This controversial issue is likely to generate strong opinions within the class. Organize a debate on the issue of the Supreme Court—or other courts—using its position to mandate social change, such as desegregation. Panels of three or four students and a moderator can "face off" on this issue before a classroom audience. Analyze the discussion later to help students separate personal prejudices and opinions from factual information.

5. The Bureaucracy

Goals and Objectives

To broaden students' understanding of the scope and influence of the federal bureaucracy, and to examine the issue of government regulation.

At the conclusion of this unit, students will be able to:

1. Define the scope of the federal bureaucracy by identifying some of its agencies and their functions.
2. Develop their own image of a bureaucrat, and compare and contrast this image to those presented in the chapter.
3. Identify the ways in which the federal bureaucracy affects nearly every aspect of their lives, and speculate on what life would be like if all government "interference" were removed.
4. List advantages and disadvantages of government regulation.
5. Apply the information they have learned on government regulation by writing a letter to an agency or commission.
6. Analyze arguments on the issue of government regulation, and draw their own conclusions about the government's decision-making process.

Terms and Concepts to Know

antitrust legislation
bureaucrat
Cabinet department
civil service system
congressional oversight
cost-benefit analysis
deregulation
Pendelton Act
regulatory commission
regulation
whistle blower

Motivator

Spark student discussion by sharing the following quotes with the class:

Bureaucracy defends the status quo long past the time when the quo has lost its status.
Lawrence J. Peter (1919–)
Author and educator

The hallmark of our age is the tension between related aspirations and sluggish institutions.
John Gardner (1912–)
Founder of Common Cause and former director of HEW

We can lick gravity, but sometimes the paperwork is overwhelming.
Wernher von Braun (1912–77)
Rocket engineer

What do these quotes tell you about the public's perception of the bureaucracy? Do you think these quotes accurately portray government workers? Encourage students to share any personal experiences they may have had with the bureaucracy. If students were to add a quote to this list, what would it be?

Student Activities

1. On the day you plan to start the unit, ask students to bring a definition of "bureaucracy" to class. In class discussion, jot down salient characteristics of definitions on the board. If need be, you can draw on the quotes in the "Motivator" section for added insight into the perceived characteristics of the bureaucracy.

Have students skim the entire chapter in class, making a list as they read of all the regulatory commissions, agencies, bureaus, divisions, and departments mentioned by the authors. By the time students are done, they should have quite a lengthy list, but emphasize in class discussion that this is only the "tip of the iceberg." You may want to brainstorm with students for agencies to add to the list, or ask students to visit the library if you want them to research their list more fully.

Instruct students to put a check mark next to the agencies on their list that they or someone they know has had contact with personally. They should put a zero next to those agencies they had not heard of until now. What do their checks and zeros tell them about their experience and knowledge of government?

2. After students read the chapter overview and the article by John M. Palguta ("Increasing the Responsiveness of the Federal Bureaucracy"), have them develop a stereotype of a typical bureaucrat. Students can write a song, a skit, a poem, a descriptive essay, or a satirical story, or they can draw a cartoon or pictoral sketch. Allow a day for the class to share their stereotypes with one another.

Discuss how this stereotype is refuted by the author. Why has this stereotype been perpetuated? How does the stereotype compare with their own experiences with bureaucrats?

3. Ask students to keep a detailed record of their daily activities for one or two days. Then, have them identify how those activities are influenced by federal agencies. For example, when the clock radio goes off at 7 a.m., the Federal Communications Commission and Bureau of Standards are affecting their lives. When they take a shower, the Environmental Protection Agency enters in. Getting dressed is influenced by the Consumer Products Safety Commission, National Labor Relations Board, and Interstate Commerce Commission, and so on. Students should come to see very quickly that—whether they realize it or not—the federal bureaucracy is in some way affecting virtually every aspect of their lives.

Now, use this information to contrast what the student's day would be like without these governmental influences. Which services and functions do students believe the government should provide? Which ones should *not* be the responsibility of the government? Lively discussion should ensue as students speculate on what their lives would be like without any government interference.

Small groups with student discussion leaders might make this an even more involving activity. At the conclusion of the discussion, each group is to come up with a list of the *minimum* amount of regulation that they feel is absolutely necessary and share it with the rest of the class.

4. Provide students with a chart to fill out as they read the article by James P. Carty and Bruce Silverglade ("Government Regulation: Two Views"). The chart should have two heads: "Advantages of Government Regulation" and "Disadvantages of Government Regulation." Once completed, students should write one concise paragraph describing their opinion of government regulation. Encourage students to draw upon the points made by Carty and Silverglade in their arguments.

Next, ask students to select one government agency or commission to write to. They are to "sound off," that is, express their views on the need for tighter or looser government regulation, or to commend a person or agency on a "job well done." Preferably, students will have a specific personal objective for writing the letter. For example, students may petition the Federal Aviation Administration to tighten air-safety controls, or they might congratulate the Internal Revenue Service for the quick turnaround of an income tax refund. If students wish, they can use the case study, "Government Regulation and the Federal Aviation Administration," as a basis for their letter. Encourage students to actually send their letters and share any responses they receive with the rest of the class.

5. Inviting members of the community to your class to speak can give students a better understanding of the bureaucracy. If possible, invite one or more of the following people to class. Questions for and activities involving outside speakers should be prepared well in advance.

A. Invite a representative of the Environmental Protection Agency or another government agency and a local industry to debate the costs and benefits of agency regulations. After the presenters leave, have students answer the following questions:

- What arguments were offered for regulation? Against?
- What is the strongest argument for each position?
- How would the abolition of government regulation influence that particular industry? The public?
- Is it possible for a large bureaucracy to develop policy guidelines that are appropriate for all situations? Why or why not?

B. Present students with a problem facing your school system, such as a decline in student enrollment or a declining tax base. Give students enough background information so they can make an intelligent decision. Invite a middle-level school official to class to critique the students' decision and explain how important decisions are made.

C. Contact a local businessperson, and ask him or her to help you prepare a list of Occupational Safety and Health Administration or other government policies that regulate his or her business. Develop a list of ten to fifteen regulations, including the costs of complying with each and the benefits gained.

Divide students into groups of four or five and assign each student in each group two of the regulations. Have each student critique the two regulations, explain his or her opinion of the regulations to the group, and lead a group discussion of the pros and cons. Each group must take a position on each regulation. Then bring the class together to discuss their positions with the rest of the class. If possible, have the local businessperson present at this session to critique student responses.

6. Interest Groups

Goals and Objectives

To acquaint students with the wide variety of interest groups that operate within our political system, and to understand the importance of competition and compromise in the American political process.

After completing this unit, students will be able to:

1. Compare and contrast different definitions of the term "lobbying."
2. Interview a variety of individuals to identify common misconceptions people have about interest groups and lobbying.
3. Identify the variety of tools available to interest groups, and rank the importance of these tools to a successful lobbying campaign.
4. Develop and conduct a lobbying campaign on a local issue, and assess the effectiveness of various lobbying techniques on policymakers.
5. Weigh arguments for and against political action committees, and take a stand on this issue.
6. Explore the different avenues available for individuals to contribute to political causes, and determine the criteria they can use to make their decision.
7. Examine if their opinions on interest groups change as the unit progresses, and, if so, how.

Terms and Concepts to Know

coalition approach
constituency
direct lobbying
grassroots
indirect approach
lobby
pluralism
political action committees (PACs)
public interest
special interest

Motivator

Hand out copies of the Interest Groups Survey. Have students complete the questionnaire without consulting each other or spending more than a few minutes answering the questions.

Collect the surveys without discussing them at this time. At the end of the unit, have students fill out another copy of the questionnaire. Return students' first responses so they can compare how the unit affected their opinions.

Student Activities

1. As students read the introductory overview and the first three articles, instruct them to jot down all the definitions of "lobbying" that they encounter. In a separate column, have them list all the synonyms or euphemisms in the material that are used interchangeably for the words "lobbying" or "lobby."

On the assigned day, have students bring their definitions to class. Lead a discussion on "What *exactly* is lobbying?" Select a student to write definitions on the board. Then have students compare the definitions. How are they alike? How do they differ? Why do they differ?

Another activity that students might enjoy involves a "person-on-the-street" type of interview. Armed with a tape recorder, pad and pencil, or even a videotape camera, have students pose two questions to a variety of individuals:

- What is lobbying?
- What do lobbies do?

Encourage students to interview people of all ages and occupations—not simply their classmates—for this activity. Have them share the results of their interviews with the class, analyzing the misconceptions and lack of knowledge people have about lobbying and why this might be the case.

2. Throughout her article, "Lobbying: The Good, the Bad, and the Pinstriped," Nancy M. Neuman refers to the need to create a "balance in the marketplace of ideas" as a justification for lobbying activities. In class discussion, emphasize that the conceptual underpinnings of the rights of interest groups in the United States are to be found in the First Amendment and in the writings of James Madison.

Ask students to list all the tools that lobbyists have available to them. Some items to consider include:

- number of members or supporters
- financial resources
- access to powerful political figures
- public relations savvy
- on-staff attorneys
- political action newsletters

Next, have students rank which tools are most important to a successful lobbying campaign. Do students still feel that these tools create a balance or imbalance in "the marketplace of ideas?" How important is money? If students believe that the system is out of balance, what do they think can be done to help balance the system?

3. Before initiating the following activity, ask students to review Michael Ware's article, "Lobbyists and Lobbying." Brainstorm with students to generate a list of school or local governmental issues that are of interest to them. Examples might include:

- an open-campus policy for their high school
- more student control over the school newspaper

INTEREST GROUPS SURVEY

Circle the choice that reflects your opinion most accurately.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. Lobbyists provide a valuable political service.	SA	A	N	D	SD
2. Lobbyists often use corrupt methods to gain political advantage.	SA	A	N	D	SD
3. Stronger controls should be put on the activities of lobbyists.	SA	A	N	D	SD
4. The increasing number of PACs is a threat to the basic concept of grassroots democracy.	SA	A	N	D	SD
5. The number and diversity of PACs illustrate the health of our democracy.	SA	A	N	D	SD

- lowering the cost of school lunches
- drug testing for student athletes
- putting a new stop sign at a local intersection

Select one issue, and discuss various aspects including who the policymakers are. Divide the class into three or four groups. Their task is to choose one side of the issue. Then have the group gather information (statistics, history, anecdotal evidence, etc.) to "lobby" for their viewpoint in a presentation to the "policymaker" for that issue.

Provide students with sufficient lead time so they can thoroughly investigate the issue and develop a position supported by real evidence. Each group of lobbyists should: (1) develop the best arguments in support of their position; (2) prepare counterarguments to points that they anticipate the opposition will raise; and (3) establish a complete lobbying strategy, including specific activities to gain the support of policymakers.

If possible, invite the actual policymaker(s) to visit the class. If not possible, select class members to represent these individuals. Allow each group four or five minutes to present its case. If time permits, ask the policymaker(s) to reach a decision that day, based on the students' lobbying efforts.

After a decision has been reached, discuss the following points with the class.

- What types of lobbying strategies did each group develop?
- Which lobbying strategy was most successful, and why?
- Which strategy was least successful, and why?
- Would the policymaker's decision have been different if only one viewpoint had been presented? Why or why not?

Based on students' experience, generalize the discussion to actual lobbies. How do they promote competition in the political process? How do they promote compromise?

4. For homework, ask students to read the article, "Political Action Committees and the Government: Two Views," by Senator David L. Boren and Theodore Berglund. As they read, students are to complete the following chart.

In class, have students analyze their charts, comparing and contrasting both sides of the issue. Which argument is more valid? With such conflicting arguments, how can we decide if PACs are good or bad for our nation?

Now, have students examine Boren's four-point proposal to limit PACs. Have them contrast this with Berglund's suggested reforms. What do the two proposals have in common? How do they differ? Do students see any attempts at compromise in either of these proposals?

Finally, ask students to use their completed charts to write a one-page explanation of their position on the issue of PACs. Students should organize their defense around one of two themes, "Competition and Compromise" or "Participation and Power."

5. Pose the following scenario to students: You have $500 to contribute to a political cause. How would you spend your money?

Students must decide individually how they will spend their money—by contributing it to an individual, a PAC, another lobbying group, etc. Would students rather contribute their money to an individual or an organized group? Would they contribute their money in one lump sum or divide it among several individuals or groups? Why? How would they find out about the variety of political groups and causes that exist? Would they follow up on how the individual or group used their contributions? How do students feel about political contributions in general?

Encourage students to explore these issues, either in group discussion or individual essays. The following equation may prove helpful in guiding student thinking:

Knowledge + Values = Decision

Ask students the following questions.

- What knowledge or information do you need to make an intelligent decision on where to send a contribution?
- What personal values will guide your decisionmaking process?
- What are the consequences of your decision?

POLITICAL ACTION COMMITTEES

Arguments For	Arguments Against

7. The Media

Goals and Objectives

To enable students to analyze the role of the media in the American political system, and to realize the importance of an informed public.

At the conclusion of this unit, students will be able to:

1. Assess the effects of media exposure on public opinion, and explore how the media affect our judgments in everyday life.
2. Speculate on the consequences of complete freedom of the press and complete censorship, and determine what they think the optimal balance would be.
3. Analyze the different ways the media report on government activities, and speculate on the relationship between the government and the media.
4. Weigh the strengths and weaknesses of print and cartoon materials in communicating about an issue.
5. Formulate an opinion on the government's press coverage ban of the invasion of Grenada.

Terms and Concepts to Know

accountability
censorship
Freedom of Information Act
freedom of the press
image-making
investigative journalism
political cartoon
political commentator
press ethics
"prior restraint"
watchdog

Motivator

On the day the unit is scheduled to begin, set the stage by bringing in a variety of newspapers and newsmagazines. If you can, also bring in a few radios and televisions, all tuned to news broadcasts. As students enter the classroom, hand each a sheet of paper. Instruct them to read, listen, and look at all the media in the room for about twenty minutes. Ask them to list three topics being given priority by the media that day.

Later, in class discussion, see if the class can agree on the media's news priorities. Why do students feel these topics were featured in the day's news? Can students identify other issues that are not receiving as much attention? Why do some issues receive attention while others do not?

Finally, ask the class how informed they feel. Do they trust the media to keep them well informed? Why or why not? How much power do they think the media have?

Student Activities

1. Sarah McClendon quotes John Kennedy as saying the people cannot "make a judgment if they are not informed." The following activities will help students better understand this statement.

Have students entitle a sheet of paper, "Guidelines for a More Informed Public." As students read each article, have them add guidelines to the list that they feel would be useful for all members of society to keep in mind in their encounters with the media.

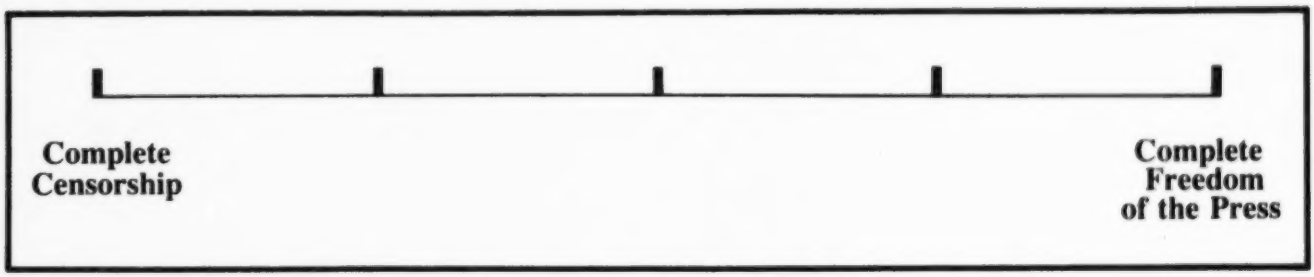
Next, ask students to select a foreign policy or domestic issue that is not currently receiving a great deal of media attention. Tell them to find three news articles that help inform readers about the issue. Instruct them to survey three or four people on their knowledge and opinion of the issue. Then, let these same individuals read the three articles. Once the individual has been "informed," students are to reassess their subjects. Has the individual's opinion changed after reading the articles? Why or why not? Do the media, in this case, seem to have power over people's opinions?

At the conclusion of the activity, each student should review their "Guidelines for a More Informed Public" and develop a list of the ten most important points for people to keep in mind as they evaluate any piece of news reporting. Students are to develop a class list based on all the ideas suggested.

2. Once students have read the article, "Freedom of the Press and the Law," by Lyle Denniston, divide the class into groups of four or five. Have each group discuss the "Questions to Consider" at the end of the article.

Assign half the groups the topic, "Complete Censorship" and the other half "Complete Freedom of the Press." Ask each group to brainstorm for ten or fifteen minutes to imagine what our society would be like if media coverage were at either of these two extremes. What would the consequences be—both positive and negative? Have each group share their ideas with the rest of the class.

Reconvene each group, and give them one copy of the continuum on page 34. Ask each group to decide where they feel the United States lies today on the issue of freedom of the press. Have a spokesperson from each group explain their answer. Where on the continuum do students feel the *optimal* balance between these two extremes would lie? How does their ideal compare with reality? If the two do not mesh, what do students think could be done to bring the real and the ideal more in line with each other? What rights does the First Amendment guarantee?



3. After reading the article, "The Media and Government: Two Views," by Jody Powell and Jim Dickenson, assign students to groups of three or four. Have each group collect information on a current controversial issue in which the president is involved. The issue might involve the federal budget, U.S. foreign policy, or another highly visible topic. Have students analyze the information they have gathered. Ask students if they detect any differences in how various news sources—such as newspapers, television news programs, and magazines—report the same story. Can students detect a political "slant" in any of the stories? Does the amount of information presented affect their view of the issue?

4. Use the article by Bob Gorrell, "A Political Cartoonist Looks at His Work," to provide insight into the differences between a political cartoon and a written news story or editorial.

Find an editorial page from a recent newspaper that features both a written editorial and a cartoon on the same issue. Ask students to examine the page at the beginning of class. Then discuss the strengths and weaknesses of the written and illustrated portions of the page. Which do they feel was more effective in communicating? Why?

Next, ask students to bring to class a political cartoon they like, or they can draw their own cartoon if they wish. Post all the cartoons on a bulletin board, assigning each a number, and allow students an opportunity to evaluate each one. Create a class evaluation sheet that includes items such as the following.

- Immediate visual impact
- Clarity of message
- Use of symbols
- Use of humor
- Appealing caricatures
- Sparks debate on issue
- Evokes emotion

Have each student select the three cartoons they feel best meet these criteria. Tally student votes, and discuss the top five cartoons selected. What characteristics do these cartoons have in common? Would a different group of people select different cartoons as best? Does the issue the cartoon addresses have anything to do with its effectiveness? How much of a factor is the artistic style of the cartoonist in a cartoon's effectiveness?

5. The public's right to know versus the right to privacy of an individual or a government is illustrated in the case study, "The U.S. Government, the Media, and the Invasion of Grenada." Ask each student to read the case study as homework and to submit a one-page opinion paper answering the question:

> Do you agree with the government's ban of press coverage of the invasion of Grenada?

Share selected portions of the best written papers with the rest of the class.

8. The People

Goals and Objectives

Students will become aware of the many avenues open to Americans to participate in the governmental process and understand their responsibility as citizens to participate.

At the conclusion of this unit, students will be able to:

1. Examine traditional views of Democrats, Republicans, liberals, and conservatives, and compare these traditional views with their own.
2. Examine the role of modern technology in election campaigns, and form an opinion about the effect of modern campaign techniques on voters.
3. Understand the dangers of nonparticipation to a democracy, and formulate recommendations to increase citizen participation in government.
4. Survey community members on their voting patterns and habits, and analyze reasons why people do not vote.
5. Select an issue they feel strongly about, research it, and develop a plan of action to persuade others to act on the issue.

Terms and Concepts to Know

activism
campaign consultant
civil liberties
Democratic party
enfranchisement
"independents"
political ideology
Republican party
residency requirement
two-party system
voter apathy
voter turnout

Motivator

Before students have read chapter 8, "The People," conduct a poll of students on the following question.

> Should all American citizens be required, by law, to vote in all major elections?
>
> Yes_____ No_____

Mark half of the ballots with an *X* on the back. Give a ballot to every student entering the class. Then have students vote and place their ballots in a box.

Tabulate the results. How did the class vote on this question? Now, tabulate the marked ballots only. Are the results any different? Can the class foresee any problem in letting 50 percent of the class decide the issue for the entire class? If not on this issue, then on others?

Compare these results with the low level of voter participation in the United States today. Encourage students to explain why they voted yes or no to this question. Finish the discussion by talking about the importance of citizen participation in a democracy.

Student Activities

1. Before students read the article "Political Parties and Participation: Two Views," by Frank Fahrenkopf, Jr., and Paul Kirk, have them describe a traditional Democrat and a traditional Republican party member. They can focus on economic, ethnic, and religious stereotypes here. Then ask them what the ideological differences between the two parties are. Which party has more members or traditionally wins elections in your area? Why do students think this is so?

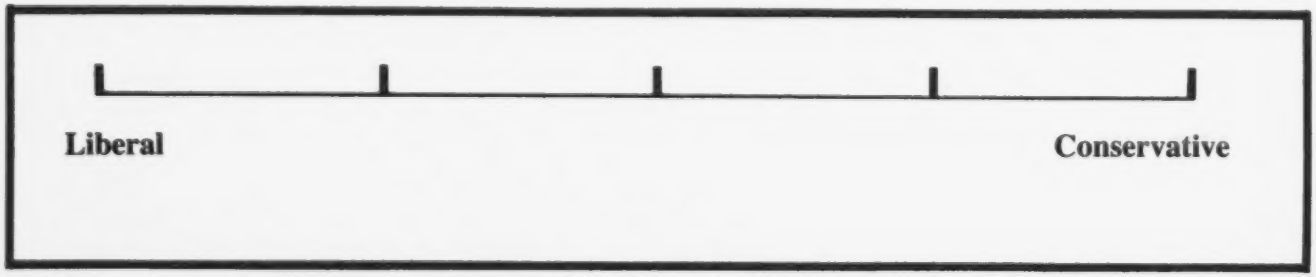
Once students have read the article, have them privately, on paper, assign themselves to a point on a liberal to conservative continuum (see below). They are to put this paper away until the end of the activity.

Select three or four issues of interest to students, such as handgun control, capital punishment, nuclear disarmament, aid to the Nicaraguan *contras*, or national health insurance. (The issue of handgun control will be used as an example here.)

Ask all students who oppose handgun control to move to one side of the room and those who are for it to move to the other side. Have those who are undecided sit in the center.

Ask students to explain their positions. As they explain, correct any misinformation and add information that is not being mentioned. Allow students to move from one group to another as they hear new information that influences their position. As students move, ask for their reasons. Before the debate ends, students who are left in the center must move in one direction or the other—even if only by a fraction. They must be leaning one way or the other.

Now, change the issue and again have students move to the side with which they agree. Be sure the liberal and conservative viewpoints are always on the same side of the room.



At the end of all discussion, tell students which side represented the liberal point of view and which side represented the conservative point of view. How do their stands on actual issues compare with their original assessment of themselves as liberals or conservatives? How would they compare themselves with their previous descriptions of traditional Democrats and Republicans? How would they account for any differences? Do they agree with Paul Kirk's statement that the entire ideological spectrum is contained in the two political parties?

2. After students have read the article by Steve Allen, "Campaigning in the Eighties," ask them to fill out the Student Worksheet, "What Do You Think?"

Have students discuss their questionnaires in class. On what points do students agree? Disagree? How important is image in today's political campaigns? Does today's election technology turn elections into "beauty contests," or does it equalize the amount of information available to voters? Could a previous president—such as Franklin D. Roosevelt, Abraham Lincoln, or William Howard Taft—win an election in our high-tech era?

If it is an election year, have students research a campaign in-depth. Have them bring in advertisements, direct-mail letters, campaign paraphernalia, and videotaped or recorded commercials. What image do these items create for the candidate? On the basis of this information alone, would they vote for this person?

Now, encourage them to read newspapers and newsmagazines, and listen to news analysis programs on radio and television, paying careful attention to the views of the candidate's opposition. Does this new information make them want to change their vote? Why or why not?

3. After students have read the article by Curtis Gans, "The Dangers of Voter Apathy," call on individuals to write on the board their ideas about the dangers of not voting. Now, divide the class into groups of four or five.

Each group is to brainstorm on reasons why people do not vote. Encourage students to speculate on all the possible reasons why people would choose not to vote.

Now, have the groups evaluate their list, circling those reasons that they feel are valid. Have the groups compare their list of circled reasons for nonvoting to Gans's six recommendations to improve voter participation. They are to number Gans's recommendations and then write the number of the recommendation next to the problem on their list that the recommendation is designed to correct.

Next, the groups should study Gans's six recommendations. Would Gans's recommendations eliminate all the valid reasons for not voting that students identified? If not, what recommendations would students make?

Have each group submit its list of recommendations to increase voter turnout in the United States. Compile a class list of all the recommendations, and copy and distribute it to the entire class.

4. Ask students to conduct a survey to identify why people do or do not vote. As a group, students are to develop a brief questionnaire, then each student is to ask at least ten members of the community to participate. Students should seek people of different ages, sexes, occupations, and backgrounds. Questions could include such items as:

- Do you vote regularly? If yes, why do you think almost 50 percent of the voting population does not vote? If no, why don't you vote?
- Do you usually vote a straight party ticket? Why or why not?
- How important are television and other forms of campaign advertising in determining whether you will vote?
- How important are television and other forms of campaign advertising in determining for whom you will vote?

Have students compile their results, comparing voting behavior with the age, sex, and occupation of the people interviewed. What patterns, if any, do they see emerging? Instruct students to pay particular attention to the voting patterns of citizens under twenty years of age.

WHAT DO YOU THINK?

	Agree	Disagree
1. If two candidates are otherwise evenly matched, the winner will be the one with the most up-to-date campaign technology.	A	D
2. Behind every successful political candidate is a clever image maker.	A	D
3. Most of the time, elections are decided on the basis of ideology, issues, and qualifications.	A	D
4. It is nearly impossible for a political consultant to craft an image that is different from a candidate's background and view on the issues.	A	D
5. In almost all cases, the truth about a candidate comes out before the election.	A	D
6. Today, because of television and direct mail, people are more likely to vote for the person, not the party.	A	D

To obtain a more representative look at voting in your locality, tabulate the results of the entire class—or even all the classes that participated in this activity. Students may wish to compare their results with statistics compiled by the county clerk or the local headquarters of the major political parties.

5. Have students read the case study, "The MADD Crusade," before undertaking this activity. Ask the class to identify a variety of issues about which they feel strongly. These can be local, state, national, or even school-related issues. Have students, by individual ballot, list the three issues that they feel strongest about in priority order. Have students put their names on the lists and turn them in.

Group students into teams of three to six, based on common interests. Each group is to work together doing research on their issue and then organize a strategy to implement change. With teacher guidance, each group should then prepare a 10- to 15-minute presentation to persuade their classmates to take action on their issue. Encourage students to incorporate visual aids, handouts, and other techniques to augment their presentations.

Set aside class time to hear every group's presentation. Students in the audience should be encouraged to ask questions of the presenters. When all the groups have finished, ask students if their attitudes have changed. Why or why not? How much power can an organized group exert over the general public?

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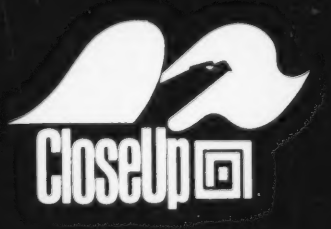
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